



Project ENABLE Glossary

A

AASL Standards: School library standards created by the American Library Association (ALA).

Accommodations. Changes, such as how instruction is delivered, communication occurs, or how performance is demonstrated that do not substantially alter the purposes of the activity. They are intended to provide the student with an equal opportunity to participate in and benefit from educational opportunities as other students do. Accommodations encompass the needs of individual students.

The ACRL Standards for Proficiencies for Instruction Librarians: Provides instructional librarians with standards that apply to library instruction and other areas of their work.

Adaptive keyboards and mice: keyboards and mice with special features such as large keys, tactile cues, delayed response time, finger guides, and ergonomic form.

Advocate: An individual who is not an attorney, but who assists parents and students in their dealings with school districts regarding special education programs.

Americans with Disabilities Act of 1990 (ADA): Federal civil rights law enacted to prohibit discrimination based on disability by employers, businesses, and public services.

American Sign Language (ASL): “American Sign Language (ASL) is a visual language. With signing, the brain processes linguistic information through the eyes. The shape, placement, and movement of the hands, as well as facial expressions and body movements, all play important parts in conveying information. Sign language is not a universal language -- each country has its own sign language, and regions have dialects, much like the many languages spoken all over the world. Like any spoken language, ASL is a language with its own unique rules of grammar and syntax. Like all languages, ASL is a living language that grows and changes over time (National Association of the Deaf)”.

ARCS Model of Motivational Design: A model of instruction that features motivating students through the following areas: (1) Attention; (2) Relevance; (3) Confidence; and (4) Satisfaction.

Asperger's syndrome: A high functioning autism spectrum disorder that is characterized by significant difficulties in social interaction, along with restricted and repetitive patterns of behavior and interests.

Assessment. Systematic method of obtaining information from tests or other sources. Also, procedures used to determine child's eligibility, identify the child's strengths and needs, and the services the child requires to meet these needs. Types of assessment include: (1) formative; (2) ongoing; (3) summative; and (4) flexible.

Assistive Technology Act of 2004: The Assistive Technology Act of 2004 is an amendment of the Assistive Technology Act of 1998 that supports "programs of grants to States to address the assistive technology needs of individuals with disabilities, and for other purposes" (Assistive Technology Act of 2004).

Assistive Technology (AT): According to the Assistive Technology Act of 2004, an assistive technology device is: "any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities." Equipment used to maintain or improve the capabilities of a child with a disability. It may include "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability." Examples include eyeglasses, large-print books, and talking calculators.

Attention: A component in ARCS that focuses on arousing curiosity and stimulating interest in learning.

Attention deficit hyperactive disorder (ADHD): A medical diagnosis in which an individual has substantial difficulty maintaining attention (which also may include frequent hyperactivity). Attention Deficit Hyperactivity Disorder (ADHD) is characterized by the National Institute of Health as "a problem with inattentiveness, over-activity, impulsivity, or a combination." These qualities must be beyond the average range for the student's age group to be diagnosed with ADHD (National Institute of Health, 2011). ADHD is often divided into three symptoms or subtypes: inattention, hyperactivity, and impulsivity.

Autism spectrum disorder (ASD): Autism Spectrum Disorder (ASD) is a group of complex neurological and developmental disorders. It impacts communication, social interaction, and behavior. ASD is known as a spectrum disorder because of the wide range of symptoms and how they affect each

student diagnosed with ASD. Some individuals are mildly impaired and have only a few symptoms, while others might be severely disabled. It is a disorder that is characterized by a spectrum of its effects of the condition and it can affect cognitive and functioning in society.

Auxiliary aid: devices and equipment that assists someone with activities such as reading, writing, and searching. ADA lists some of the following auxiliary aids for individuals with hearing impairments: telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDD's), videotext displays, or other effective methods of making aurally delivered materials available to individuals with hearing impairments. Then, ADA lists the following auxiliary devices for individuals with visual impairments: Qualified readers, taped texts, audio recordings, Brailled materials, large print materials, or other effective methods of making visually delivered materials available to individuals with visual impairments. (ADA)

Audiology: A related service under the IDEA that includes identification, determination of hearing loss, and referral for habilitation of hearing.

Autism: A developmental disability that affects a person's ability to communicate, understand language, play, and interact with others. Autism is a behavioral syndrome, which means that its definition is based on patterns of behaviors that a person exhibits. Autism is not an illness or a disease.

B

Blindness: A type of vision impairment. It generally refers to the consequence of an eye disorder or condition. In 2012, it was reported that 534,476 people ages 0-18 had vision difficulties, while 59,193 people ages 0-21 were legally blind (American Foundation for the Blind, 2012).

Braille: "Braille is a series of raised dots that can be read with the fingers by people who are blind or whose eyesight is not sufficient for reading printed material" (American Foundation for the Blind, 2014).

Braille-conversion devices: Devices that convert text into Braille. Such devices include Braille translators and Braille embossers.

Braille and Talking Book Libraries: Many states have Braille and Talking Book libraries. If your state does not have this type of library it may have a consortium agreement with another state to share their books. These libraries offer books in braille and audiobooks to the blind and in many cases people with developmental reading disabilities, free of charge.

Bone-conduction speaker: “Transmitting sound via the bones in the skull to the inner ear. Bone conduction speakers rest against the side of the head near the ears, but not in them.” (pcmag.com/encyclopedia)

C

Central Auditory Processing Disorder (CAPD): is a term for auditory processing disorders. These types of auditory processing disorders “can occur without any kind of hearing loss” and “affect how the brain perceives and processes what the ear hears” (National Center for Learning Disabilities, 2014).

Choices: A way to demonstrate importance and usefulness is to provide students with choices in an intrinsically motivated learning environment.

Closed-captioned: devices and technologies that provide the text version of audio from television shows, movies, and videos.

Common Core: “State education chiefs and governors in 48 states came together to develop the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 43 states have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs or enter the workforce” (Common Core State Standards Initiative, 2014).

Communication boards: “Communication boards make language visible and accessible for individuals who have speech impairments. These low-technology communication displays consist of photographs, symbols, words/phrases or a combination of all three. Typically, multiple communication boards are developed to address both specific and generic vocabulary needs in a variety of contexts.” (bridgeschool.org)

Confidence: The confidence component of the ARCS Model focuses on providing opportunities to build students’ feeling of self-efficacy based on learning success.

D

Deafness: Deafness, a form of hearing impairment, describes a condition that prevents students from receiving almost all forms of sound (National Dissemination Center for Students with Disabilities, 2013).

Differentiated Instruction: Differentiated instruction can be defined as “a learner-centered instructional design model that acknowledges that students have individual learning styles, motivation, abilities, and therefore, readiness to

learn” (Bush, 2006, p. 43). Similar to Universal Design for Learning, differentiated instruction is intended to cater to a variety of learning styles by providing multiple options for learning information.

Disability: Defined by the ADA as a condition that substantially impairs one or more major life activities. In contrast, under the IDEA a disability is a physical, sensory, cognitive, or affective impairment that causes the student to need special education.

Document cameras: “A document camera is a real-time image capture device for displaying an object to a large audience. Document cameras are housed in DCS podiums and connected to in-room data projectors so that instructors can project objects such as documents, books, and transparencies. DCS document cameras have two main modes. The first uses the overhead lights and is ideal for documents, books, and other objects. The second mode uses the “base light,” which allows instructors to project images from transparencies. Instructors can also use document cameras to write on documents or transparencies as students follow along.” (dcs.rutgers.edu/dcs-faculty-resources/digital-dictionary)

Dyslexia: Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (The International Dyslexia Association (2002). It is a reading disorder characterized by an inability or difficulty processing texts, but with at least average intelligence.

Dysgraphia: A learning disability that impacts writing and can be caused by visual-spatial difficulties and language processing difficulties. The effects of dysgraphia can manifest in difficulties with spelling, handwriting, and writing. In addition, individuals with dysgraphia may have difficulty with “organizing letters, numbers and words on a line or page” (National Center for Learning Disabilities, 2014).

E

Effective praise: A modeling strategy that acknowledges positive behaviors when observed. This reinforces students’ positive self-concepts and their desire to continue the behavior, and it draws other students’ attention to the behavior. Thus, it makes that student’s behavior a model for every student. That acknowledgement often comes in the form of praise. For praise to be truly

effective, it needs to be tied to authentic achievement or effort and should inform the student why the praise is merited.

Early Intervention Services (EIS): Special education and related services provided to children under the age of 5.

Education for All Handicapped Children Act of 1975: The precursor to IDEA, which is the amendment of the Education for All Handicapped Children Act of 1975, which was designed to “support states and localities in protecting the rights of, meeting the individual needs of, and improving the results for” children with disabilities and their families” (“Twenty-five years of Progress In Educating Children With Disabilities Through IDEA,” 2007).

Enrichment: Providing enrichment opportunities for students who learn quickly or who want to learn more about something.

Eye-controlled devices: Communication devices that individuals can activate through their eyes. With these devices individuals can point to letters through their eyes in order to spell words. (alsa.org/als-care/augmentative-communication)

F

Free appropriate public education (FAPE): A program of individualized, special education and related services provided to a child with a disability to implement the child’s individualized education plan at no charge to his/her family. It must be provided to each qualified child with a disability who is in the local education agency’s jurisdiction, regardless of the nature or severity of the disability under Section 504, and to all eligible children with disabilities under the IDEA. It ensures that students with disabilities have equal access to public education, and that the educational needs of students with disabilities are met to the same extent as those of students without disabilities.

G

H

Hearing Impairment: Describes a wide range of hearing loss. According to the Individuals With Disabilities Act (IDEA), hearing impairment is a disability category that encompasses permanent or fluctuating impairment in hearing that adversely affects educational performance.

Hearing loops or induction loops: “A sound system in which a loop of wire around an area in a building, such as a theater, produces an electromagnetic signal received directly by hearing aids used by the partially deaf.” (oxforddictionaries.com)

Heterogeneous Grouping. An educational practice in which students of diverse abilities are placed within the same instructional groups. This practice is usually helpful in the integration of children with disabilities.

High-low fiction: High-low books are written at a lower reading level, but are about topics that interest older students

Homogeneous Grouping: An educational practice in which students of similar abilities are placed within the same instructional groups. This practice usually serves as a barrier to the integration of children with disabilities.

I

IDEA - Individuals with Disabilities Education Act. Federal law that ensures eligible children with disabilities are provided a free, appropriate public education by the local education agency.

IEP (Individualized Education Plan): The legal document developed at a committee on special education that sets the standards by which a child's special education services are determined to be appropriate, and specifies individualized goals and services to be provided to a child with a disability.

Inclusion: A service delivery model where students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive the specialized instruction indicated by their individualized education plans within the context of the core curriculum and general class activities.

J, K

L

Large monitors: Monitors that are large provide individuals with the ability to see text and images with more clarity.

Larsen syndrome: Larsen syndrome is a rare genetic disorder that "affects the development of bones throughout the body" (Genetics Home Reference, 2011). Think about how you would make this library more accessible for a student with a physical disability.

Learning disability: Includes disorders that affect the ability to understand or use spoken or written language; may manifest in difficulties with listening, thinking, speaking, reading, writing, spelling, and doing mathematical calculations.

Library Accessibility Action Plan: The library accessibility action plan is a template intended to help you reach your vision of an accessible library. The action plan will be used to identify the relevant factors that will impact your vision and to develop appropriate strategic steps to actualize your vision.

Low-tech devices: Solutions to problems that are created through the use of ordinary and inexpensive objects.

M

Match of Person and Assistive Technology: A model created by Dr. Marcia Scherer that illustrates the factors that should be considered to select the appropriate assistive technology for an individual. The model includes factors related to the characteristics of the person, the environment, and the technology, and incorporates the notion of ongoing assessment.

Mobility Impairments: Mobility impairments encompass a range of issues that impact an individual's ability to ambulate. Individuals with mobility impairments may use crutches, wheelchairs, canes, walkers, and other assistive devices to augment mobility.

Modeling: In education, a strategy that demonstrates value, importance, and usefulness is to model appropriate behaviors.

Modifications: Changes in what the student is expected to demonstrate, such as in the instructional level, content, and performance criteria

N

O

Obsessive Compulsive Disorder (OCD): Involves an individual who is preoccupied by either "unreasonable thoughts and fears (obsessions)" and/or "fears (obsessions). Some examples of ritualistic behavior that is associated with OCD includes excessive hand washing, counting, and preoccupations with symmetry. (Mayo Clinic, 2014)

P

Page turners: "People who have difficulties turning pages in a book may benefit from a page-turner. These range from simple rubber thimbles that clip on to the hand to automatic electronic switch and sensor operated devices." (sa.gov.au/___data/assets/pdf_file/0020/13826/reading-and-writing-equipment.pdf)

Person-first awareness: When speaking or writing about people who have disabilities, it is very important to refer to the person first, not the disability.

Person-first language: Person-first language involves referring to the person first, not their disability. For example, you would refer to “a child with a disability,” and not “a disabled child.” This supports our commonality as people and emphasizes the dignity of each person.

Physical disabilities: Physical disabilities can be caused by a range of conditions and symptoms that impact movement and mobility. These types of disabilities may limit an individual’s access to libraries, schools, and museums among other physical spaces. Individuals with physical disabilities may use devices to improve their ability to move.

Pointer: “A movable indicator on a computer screen identifying the point that will be affected by input from the user, for example showing where typed text will be inserted.” (oxforddictionaries.com)

Prosthetics: “Devices affixed to, or implanted in, the body to substitute for, or assist the function of, a defective or missing body part or organ.” (education.uiowa.edu/centers/icater/glossary#P)

Q, R

Rehabilitation Act of 1973: The passing of the Rehabilitation Act (1973) introduced sweeping changes related to making public services accessible including the right to a free and appropriate public education for K-12 students. Civil rights statute designed to protect individuals with disabilities from discrimination by federal agencies and entities receiving federal funding.

Reflection: A strategy for promoting satisfaction is to allocate time for students to reflect on their learning.

Refreshable Braille displays: “provide tactile output of information represented on the computer screen. A Braille “cell” is composed of a series of dots. The pattern of the dots and various combinations of the cells are used in place of letters. Refreshable Braille displays mechanically lift small rounded plastic or metal pins as needed to form Braille characters. The user reads the Braille letters with his or her fingers, and then, after a line is read, can refresh the display to read the next line.” (microsoft.com)

Relevance: A component in ARCS that allows a student to view a task or an activity as important or useful. A goal of relevance is to engage the student in ways that lead to higher-level thinking and deeper learning. Relevance places emphasis on providing students with information that helps them understand the

value and usefulness of what they are learning in order to complete tasks now or in the future.

Rewards: Given to students to help increase intrinsic motivation. Rewards must be relevant and appropriate to the task in order to have a long term effect and a positive impact. Also, they should be given in connection with a student's effort or accomplishment.

S

Scanning pens: Scanning pens are "pens" that can scan text and record it digitally. They can also define words for users and read words aloud.

Screen magnifiers: A screen magnifier is a type of software that enlarges everything that is displayed on the screen of a computer or similar device.

Screen readers: A screen reader is a type of text-to-speech software that reads electronic text aloud.

Section 504: A provision of the Rehabilitation Act of 1973 that prohibits recipients of federal funds from discriminating against persons with disabilities. It ensures that a student with a disability has equal access to education. The student may receive accommodations and modifications. For academic institutions, Section 504 dictates that postsecondary schools may not discriminate in the admission and treatment of students. For academic libraries, this means that students with disabilities must have access to the resources they need for class, and any auxiliary aids they may need to find and use these resources. These students must come forward with their disabilities for the appropriate auxiliary aids to be provided.

Self-advocacy: An individual's ability to seek and locate appropriate accommodations that relate to his or her needs. In the context of higher education, self-advocacy is essential to receiving accommodations from a college or university. Students must be able to act on their own behalf, independent of their parents, to describe their specific disability and communicate with professors or administrators about potential accommodations.

Social Stories: Social stories, which are typically geared towards students with ASD or Asperger's Syndrome, depict critical aspects of a new situation or setting that students may encounter.

Speech-recognition software: Software that responds to voice commands, eliminating the need to use a keyboard or mouse, or to be able to see the device itself.

Sticky keys: “Sticky keys” is a software feature for Windows or Mac that helps users with physical disabilities avoid having to press more than one key on a keyboard at a time. When “sticky keys” is enabled, users can press the Shift or Control keys, for example, and then press a second or third key in order to execute multiple-key commands without having to hold all the keys down at the same time.

Switch: A switch is an easy-to-operate device like a button or foot pedal that relays commands to communication devices, environmental controls, computer software, mobile devices, etc.

T

Tablets: A tablet is a type of mobile computer that is handheld and accepts input through a touchscreen. An iPad is a tablet.

Tactile globes: A tactile globe is globe outfitted with features that make it more accessible to persons who are blind or who have trouble seeing, such as clear plastic overlays that show continent outlines, higher and lower elevations, and lines of latitude and longitude.

Talking books: “Talking book” is an alternate term for an audiobook, a recorded audio version of a book.

Text-to-speech software: Software that reads electronic text aloud, allowing users who are blind or who have difficulty seeing or concentrating to more easily use the Internet or read digital texts.

Text-to-voice synthesizers: Devices enabled with text-to-speech software.

Tip sheets: Directions or lists of “tips” for completing particular actions or activities, such as using a self-checkout machine in a library.

Touch screens: A screen of a computer, ereader, tablet, etc. that allows users to execute commands and interact with the device by touching or pressing the screen.

Tourette syndrome: According to the Mayo Clinic, Tourette Syndrome can be defined through the following characteristics: “It involves unusual repetitive movements or unwanted sounds that can't be controlled (tics). For instance, you may repeatedly blink your eyes, shrug your shoulders or jerk your head. In some cases, you might unintentionally blurt out offensive words” (Mayo Clinic, 2014).

Trackball: A rotating ball that allows users to control the movement of a pointer displayed on a screen.

Trackpad: An alternate name for a touchpad. Trackpads have sensors that detect the placement and motions of users' fingers to control the movement of a pointer displayed a screen.

TTD/TTY (Telecommunications Device for the Deaf / Teletypewriter): The term TTY is preferred by persons who are deaf. TTY is a phone system attached to a keyboard that facilitates non-visual communication for users who are deaf or who have difficulty hearing. Incoming calls are printed or displayed on a screen, and outgoing calls are input using the keyboard.

U

Universal Design: refers to the process of creating products and facilities that are usable by a wide range of people with varying ability levels. It is intended to benefit *all users* by making interaction and use comfortable, safe, and easy. Items and environments in which Universal Design principles are implemented do not require adaptations or modifications in order to be used. There are seven principles of UD: (1) Equitable Use; (2) Flexibility in Use; (3) Simple and Intuitive Use; (4) Perceptible Information; (5) Tolerance for Error; (6) Low Physical Effort; (7) Size and Space for Approach and Use.

Usability: "Usability" is the degree to which hardware, software, or assistive devices can be employed easily by persons with disabilities.

Usability assessments: Assessments that determine the "usability" of hardware, software, assistive technology devices, etc.

V

Video phones: Phones that transmit calls via video so users who are deaf or hard-of-hearing can speak with sign language.

Visual Impairment: Visual impairment is a term that describes a number of conditions, including near- and far-sightedness, macular degeneration, and blindness, it generally refers to the consequence of an eye disorder or condition.

Voice recognition devices: Devices (computers, tablets, ereaders, etc.) enabled to respond to voice commands, eliminating the need to use a keyboard or mouse, or to be able to see the device itself.

W

Wearable Technology: Devices such as watches, glasses, and scarves that have technology embedded into them. Such devices have the potential to help

individuals conduct tasks with ease. Google Glass is an example of wearable technology.

Web accessibility: The principle that the Internet should be usable by everyone, no matter their physical capabilities.

Web accessibility standards: Guidelines for how to design, code, and write content for websites so that they can be used by everyone, including those who cannot see or hear or who have difficulty seeing or hearing.

Wheelchairs: Wheelchairs are assistive devices that improve the mobility of persons who have cannot walk or who have difficulty walking.

X, Y, Z